



2012-13 KYAE RFP Narrative

1. Strategic Plan for Service Delivery

Maximum Points Available: 82

In this section, describe how the proposed program and activities will lead to meeting established goals for enrollment, educational level gains, GED® test credential attainment and transition to college and careers. KYAE programs are expected to provide structured, scheduled, instructor-led learning opportunities resulting in successful student and program outcomes as well as effectiveness and efficiency. All programs are required to incorporate the following managed program elements in their program design. (Full information is available by [clicking here](#).)

- Scheduled orientation and assessment.
- Scheduled classes based on student demand.
- Scheduled education alternatives for students whose work or family obligations do not allow them to attend scheduled classes.

Use no more than 19 pages to address the following:

- Describe the overall proposed program design and specifically explain how it will lead to meeting established goals for:
 - Enrollment – Describe specific strategies for recruitment. (5 points)
 - Educational level gains and GED® test credential attainment – Describe specific strategies for retaining and re-engaging students to produce quality student outcomes. (10 points)
 - Transition to college and careers – Describe how the proposed program will leverage the resources of services such as postsecondary education admission counselors, Kentucky Higher Education Assistance Authority (KHEAA), federal TRIO programs and One-Stop Career Centers to transition adult students to self sufficiency through postsecondary education and employment, including the use of the National Career Readiness Certificate (NCRC). (10 points)
- Describe how the program will incorporate the three required managed program elements – scheduled orientation and assessment, scheduled classes and scheduled education alternatives. (This is a State Requirement. The federal Workforce Investment Act, Adult Education and Family Literacy Act, Title II, requires that RFPs identify state requirements.) (15 points)
- Provide evidence that the proposed program is of sufficient intensity and duration for students to achieve substantial learning gains. (3 points)
- Indicate whether the proposed program includes English as a second language instruction. If so, describe how these services will be designed and delivered. (3 points)

- If applicable, describe the provision of adult education services to local jails and halfway houses. [Click here](#) for a list of counties expected to provide corrections education at local full-service jails. (This is a State Requirement.) (3 points)
- Articulate strategies for serving individuals most in need of adult education services, specifically those who are low income and individuals with minimal literacy and numeracy skills. Describe flexibility for accommodating individuals with disabilities and students with learning differences. (3 points)
- Describe the strategies to ensure timely entry of student data into AERIN (Adult Education Reporting Information Network), KYAE's online data collection system, according to the [KYAE Policy and Procedure Manual](#). Include specifics regarding meeting the stated data entry timeframe for all student folders. (3 points)
- Describe strategies for incorporating KYAE Common Core Standards into classroom use. (This is a State Requirement.) (5 points)
- Include specifics of curricula and instructional methodologies that are built on a strong foundation of research and effective educational practices. Include specifics of instructional practices, such as phonemic awareness, systematic phonics, fluency and reading comprehension, that research has proven to be effective in teaching individuals to read. (3 points)
- Describe the strategy for integration of technology and computer literacy into instruction. Some examples include the use of [Kentucky Virtual Adult Education](#), Kentucky Educational Television (KET) products and programs, smartboards, smartphones and Internet-based resources. (5 points)
- Provide evidence that instruction applies to real life contexts (applied learning), ensuring that individuals have the employability skills needed to compete in the workforce and exercise the rights and responsibilities of citizenship. (3 points)
- Describe the proposed program's collaborations with the local one-stop system; business, industry and labor; other community organizations. (3 points)
- KYAE favors adult education programs to pay minimal or no rent for space, especially those located in publically owned buildings. KYAE also favors having adult education centers located in age-appropriate locations to be appealing to adults and conducive to adult learning. Please respond to the following: (8 points)
 - Describe the physical location of the main adult education center by addressing each of the following: (These are State Requirements.)
 - How will you ensure the facility is in compliance with the Americans with Disabilities Act (ADA) of 1990?
 - How will you ensure that the facility has appropriate exterior and interior signage clearly identifying the adult education programs?
 - How will you ensure that the learning environment is in good condition and properly maintained with adequate space and equipment?
 - How will you ensure a separate room is available for student assessment and counseling purposes?
 - How will you ensure the building and surroundings are safe, sanitary and non-hazardous?
 - How will you ensure the location is easily accessible with adequate parking?
 - Indicate whether any of your adult education center sites will be located in a facility also used by K-12 students. Specifically describe the type of facility being used (elementary school, trailer, etc.) and describe the adult education use of the building (times the program is using the building, whether K-12 students are simultaneously in the building, etc.). How will you ensure the environment is conducive to adult learning? (This is a State Requirement.)

2. Quantitative and Qualitative Evidence of Past Effectiveness

Maximum Points Available: 68

PLEASE NOTE: APPLICANTS MUST RESPOND TO ONLY ONE OF THE SECTIONS BELOW – EITHER Section 2A, 2B or 2C.

READ THE FOLLOWING AND DETERMINE WHICH SECTION APPLIES TO YOUR ORGANIZATION BEFORE DEVELOPING YOUR RESPONSE.

THE SECTIONS ARE:

Section 2A. Requirements for Current KYAE-Funded Applicants

- If you are applying for the same county for which you are currently a provider and are **not** listed in Section 2B below, respond to Section 2A on page 4.
- **Maximum Points Available: 68**

Section 2B. Requirements for Current KYAE-Funded Applicants in the Following Counties:

- Boyle
- Bullitt
- Franklin
- Henry
- McLean
- Montgomery
- Powell
- Rockcastle
- Washington
- These counties have new fiscal agents and do not have three years of performance data; therefore, they should respond to Section 2B on page 4-5.
- **Maximum Points Available: 68**

Section 2C. Requirements for Other Applicants

- If you are not a current KYAE-funded provider, respond to Section 2C on page 5.
- If you are a current KYAE-funded provider and are applying for a county other than for which you are currently funded, respond to Section 2C on page 5. You may use performance data from your current county in your Section 2C response.
- **Maximum Points Available: 68**

If you have questions about which section you should respond to, please contact:

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Section 2A. Requirements for Current KYAE-Funded Applicants

Section 2A, Part 1: Applicants will earn up to 48 points for past performance as illustrated in the table below. Applicants are *not* required to submit any documentation for Part 1. Reviewers will assign points based on performance reports provided by KYAE.

	85-100%	65-84%	Below 65%
Enrollment, 2008-09	6 points	3 points	0 points
Enrollment, 2009-10	6 points	3 points	0 points
Enrollment, 2010-11	6 points	3 points	0 points

	54% and above	48-53%	Below 48%
Academic Performance, 2008-09	6 points	3 points	0 points
Academic Performance, 2009-10	6 points	3 points	0 points
Academic Performance, 2010-11	6 points	3 points	0 points

	100% and above	80-99%	Below 80%
KYAE GED Goal, 2008-09	4 points	2 points	0 point
KYAE GED Goal, 2009-10	4 points	2 points	0 point
KYAE GED Goal, 2010-11	4 points	2 points	0 point

Section 2A, Part 2: Applicants will earn points for responding to the following bullets.

Use no more than 11 pages to address the following:

- Based on your program's performance category of Excellent, Proficient or Needs Improvement, provide a written analysis of your program's performance data for 2008-09, 2009-10 and 2010-11. (10 points)
- Discuss specific strategies for achieving KYAE enrollment, academic performance and GED® test credential attainment goals. Discuss specific strategies for either improving your program's performance category or maintaining excellence. (10 points)

Section 2B. Requirements for Current KYAE-Funded Applicants in the Following Counties:

- Boyle
- Bullitt
- Franklin
- Henry
- McLean
- Montgomery
- Powell
- Rockcastle
- Washington

Applicants will earn points by responding to the bullets below. In responding to this section, provide any evidence of past effectiveness (performance outcomes) in improving the literacy and numeracy skills of adults. Provide any quantitative evidence of outcome results in enrollment, academic skill improvement and student outcomes as well as your planned strategies for achieving student outcomes.

Use no more than 11 pages to address the following:

- List a project, initiative or program in which your agency has delivered educational services to adults and address the following for each:
 - Provide a narrative description of the project, initiative or program, including the target population and intended outcomes. (10 points)
 - Provide any performance data on student enrollment goals and actual number of students enrolled. (24 points)
 - Provide any student academic and outcome data, i.e., evidence of improved academic skills and credentials earned. (24 points)
 - Discuss specific strategies for achieving KYAE enrollment, academic performance measures and GED® test credential attainment goals. (10 points)

Section 2C. Requirements for Other Applicants

Applicants will earn points by responding to the bullets below. In responding to this section, provide any evidence of past effectiveness (performance outcomes) in improving the literacy and numeracy skills of adults. Provide any quantitative evidence of outcome results in enrollment, academic skill improvement and student outcomes as well as your planned strategies for achieving student outcomes.

Use no more than 11 pages to address the following:

- List a project, initiative or program in which your agency has delivered educational services to adults and address the following for each:
 - Provide a narrative description of the project, initiative or program, including the target population and intended outcomes. (10 points)
 - Provide any performance data on student enrollment goals and actual number of students enrolled. (24 points)
 - Provide any student academic and outcome data, i.e., evidence of improved academic skills and credentials earned. (24 points)
 - Discuss specific strategies for achieving KYAE enrollment, academic performance and GED attainment goals. (10 points)

3. Staff Quality

Maximum Points Available: 50

A major indicator of program success is a high-quality instructional staff and instructional leadership. In the Staff Quality section, the narrative should address the applicant's ability to hire and evaluate staff effectively.

Use no more than five pages to address the following:

- Program director and instructional staff qualifications must be in compliance with the [KYAE Policy and Procedure Manual](#), p. 38. Summarize the qualifications of the program director and instructional staff. [Note: Specific information about individual staff members (names, educational degrees, titles, etc.) is to be included on the Budget and Personnel Worksheets and do not need to be included in the narrative.] (5 points)
- KYAE favors a staffing model in which program directors 1) work 100 percent of their time in the adult education program as either a full-time adult education director or a full-time adult education program director/instructor; 2) lead the administrative and instructional functions of the program; 3) have daily engagement with the adult education staff and program and 4) have their offices in the same physical location as the main adult education center. (Please note: Administrative funds can be pooled from multiple counties to support a full-time adult education

program director.) Describe the program director's role by addressing the following: (*These are State Requirements.)

- The percentage of time the program director will spend in adult education as either an adult education director or adult education program director/instructor. (10 points)
- How the program director will lead the administrative and instructional functions of the program. (10 points)
- How the program director will engage daily with the adult education staff and program. (10 points)
- Where the program director's office will be physically located. (5 points)
- Describe the process by which you will hire additional staff as needed, including exploring non-traditional avenues to attract content experts in math and writing. For example, recruiting engineers, accountants to teach college-ready math. (This is a State Requirement.) (5 points)
- Describe the staff evaluation process and how it will be linked to data on student retention and quality outcomes. (This is a State Requirement.) (5 points)